

Guided Notes

Brief Description

Guided Notes provide a handout of notes that have blank spaces for writing down lesson concepts, allowing the student opportunities to demonstrate appropriate classroom behavior. Notes are reviewed by the teacher, providing positive reinforcement. This intervention can be used with children of many ages (especially those in grade four through twelve), with or without disabilities. Guided Notes can be adapted to any instructional level and altered for students with specific skill deficits. Guided Notes are inexpensive, efficient, allow teachers to exhibit their own style, and are often preferred over “regular” notes by both teachers and students.

What “Common Problems” Does This Address?

Guided Notes can increase on-task behavior, improve note taking accuracy and help improve academic performance. All students in a classroom are given multiples opportunities to respond to material learned from the teacher by having their own outlet to provide answers. Further reinforcement is offered when the teacher reviews or checks each student’s notes. .

Procedures

1. Make a lesson outline using a form of presentation software or overheads, concentrating on major concepts and facts to be learned.
2. Make a student handout, leaving an adequate amount of blank spaces in order to maximize engagement. Blank spaces may be short with one to three words, or long with four to eight words.
3. Lead a training activity (depending on age/level of students) to teach students how to use Guided Notes while listening to lessons and looking at presentation materials (e.g. PowerPoint, transparencies). Training can be done by first explaining how the notes work, providing an example, modeling how to fill out the notes, and holding a practice lesson with feedback.
4. Teach the lesson utilizing presentation software/overheads to go along with students’ Guided Notes. Include prompts and/or questions in lessons if it is necessary or aids in student learning.
5. Review the students’ notes in order to provide positive reinforcement. This can be done by walking around the room and checking notes, or by collecting, grading and returning Notes to each student.
6. Supplemental strategies may be added to the Guided Notes intervention to further promote responding (see below).

Supplemental Strategies

- Combine Guided Notes with unison responding, a lottery incentive, or response cards.
- Quiz students on the material from the Guided Notes after a lesson.
- Offer extra credit to those who accurately fill out Guided Notes.
- Use with an entire class, a small group of students, or an individual student.

Critical Components that must be implemented for intervention to be successful:

Guided Notes should be an appropriate instructional match for the students' current levels and abilities.

Students should be fundamentally able to complete Guided Notes.

Properly train students how to use Guided Notes so they are capable of displaying the appropriate behavior.

Guided Notes should be reviewed by the teacher and/or turned in and handed back so that students

know their appropriate behavior is being seen and recognized.

Guided Notes must contain enough blank spaces to give students an adequate amount of response opportunities.

Materials:

- Guided Notes (sample below)
- Presentation software/overheads
- Response cards (if utilizing a supplemental strategy)
- Reinforcers valuable to students (if utilizing a lottery incentive)

Examples

Guided Notes—2nd Grade Social Studies

1. We elect a new president every _____ years.
2. Presidential candidates must be citizens of the _____.
3. Presidential candidates must be at least _____ years old.
4. They must have lived in the USA for at least _____ years.
5. Candidates campaign by traveling all over the USA and _____ as many people as they can.

Guided Notes—5th Grade Writing

1. A _____ is a group of _____ that tell about one _____.
2. The _____ in a paragraph usually comes _____ and tells the main idea of the paragraph.
3. Sometimes, though, the topic sentence can come at the _____ or in the _____ of a paragraph.
4. When looking for a _____ sentence, try to find the one that tells the _____ of the paragraph.
5. _____ follow the topic sentence and provide details about the topic.

Guided Notes—8th Grade Math

1. When two figures are _____, you can slide, flip, or _____ one so it fits exactly on the other one.
2. The _____ of the angles of any triangle is _____. The _____ of the angles of any quadrilateral is _____.
3. In the expression 6^3 , six is the _____ and three is the _____. The problem would be solved by multiplying (_____) (_____) (_____) = _____.
4. To divide numbers or _____ with the same base, _____.
5. Whatever you do to one side of an equation, you must do to the other side of the equation in order to keep it _____ or _____.

References:

Konrad, M., Joseph, L. M., & Eveleigh, E. (2009). A meta-analytic review of guided notes. *Education and Treatment of Children*, 32(3), 421-444.

This manual was developed as a class project at East Carolina University. Correspondence concerning this manual should be addressed to Dr. T. Chris Riley-Tillman at the Department of Psychology, East Carolina University, Rawl Building, Greenville, North Carolina, 27858. Email: rileytillmant@ecu.edu